



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 11901456
SAU: Yarmouth Schools
School: Frank H Harrison Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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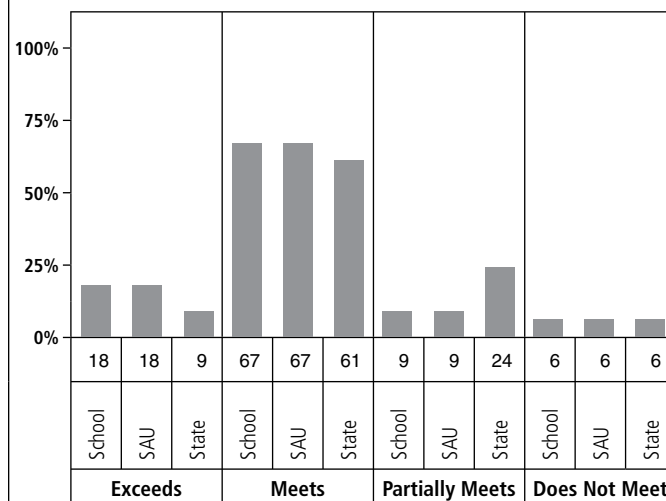
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Yarmouth Schools
School: Frank H Harrison Middle School

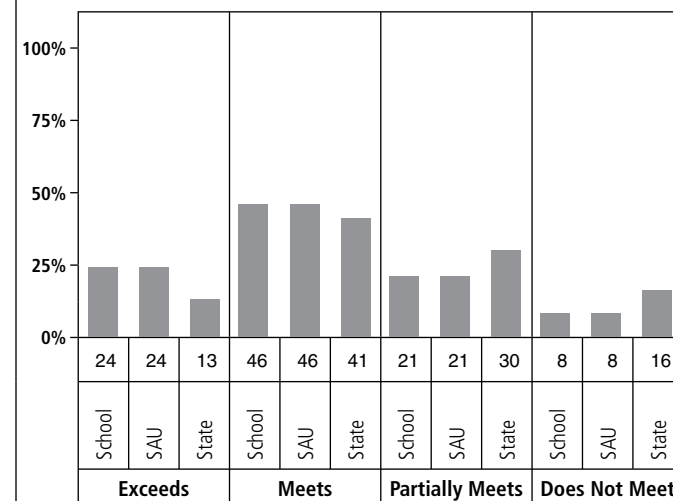
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	655	655	646
2007–2008	659	659	648
2008–2009	651	651	647
Cum. Avg.*	655	655	647
Mathematics			
2006–2007	655	655	643
2007–2008	652	652	642
2008–2009	649	649	643
Cum. Avg.*	652	652	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Yarmouth Schools
School: Frank H Harrison Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	109	100	109	100	14251	100	108	99	108	99	14150	99	108	99	108	99	14156	100						
Ethnicity African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	3	3	3	3	212	1	3	100	3	100	210	99	3	100	3	100	212	100						
Hispanic	1	1	1	1	181	1	1	100	1	100	177	98	1	100	1	100	178	99						
Caucasian/White	105	96	105	96	13309	93	104	99	104	99	13224	100	104	99	104	99	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	16	15	16	15	2468	17	15	94	15	94	2423	99	15	94	15	94	2426	99						
Current LEP	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
Economically disadvantaged	6	6	6	6	5780	41	6	100	6	100	5724	99	6	100	6	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	88	81	88	81	11369	80	88	81	88	81	11373	80						
Identified disability (PET/IEP)	0	0	0	0	355	3	0	0	0	0	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	20	18	20	18	2594	18	20	18	20	18	2605	18						
Identified disability (PET/IEP)	15	75	15	75	1881	73	15	75	15	75	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	5	25	5	25	519	20	5	25	5	25	532	20						
Participation through alternate assessment (PAAP)	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	1	1	1	1	75	1	1	1	1	1	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Yarmouth Schools
School: Frank H Harrison Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	32	28	32	28	1132	8
	2007-2008	39	39	39	39	1817	13
	2008-2009	19	18	19	18	1309	9
	Cum. Total*	90	28	90	28	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	69	61	69	61	8127	57
	2007-2008	54	54	54	54	8072	57
	2008-2009	72	67	72	67	8564	61
	Cum. Total*	195	61	195	61	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	9	8	9	8	3549	25
	2007-2008	6	6	6	6	3194	23
	2008-2009	10	9	10	9	3291	24
	Cum. Total*	25	8	25	8	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	4	4	4	4	1478	10
	2007-2008	1	1	1	1	981	7
	2008-2009	7	6	7	6	799	6
	Cum. Total*	12	4	12	4	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	36.9	65.9	36.9	65.9	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.3	66.5	13.3	66.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	23.5	65.3	23.5	65.3	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Yarmouth Schools
 School: Frank H Harrison Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	108	19	18	72	67	10	9	7	6	651	108	18	67	9	6	651	13963	9	61	24	6	647
Ethnicity																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	3										3						206	18	56	20	6	649
Hispanic	1										1						174	5	55	33	7	644
Caucasian/White	104	18	17	69	66	10	10	7	7	651	104	17	66	10	7	651	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	5	33	4	27	6	40	635	15	0	33	27	40	635	2236	1	30	48	22	637
No	93	19	20	67	72	6	6	1	1	653	93	20	72	6	1	653	11727	11	67	19	3	649
Current LEP																						
Yes	0										0						322	2	39	37	21	638
No	108	19	18	72	67	10	9	7	6	651	108	18	67	9	6	651	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	6	1	17	3	50	1	17	1	17	647	6	17	50	17	17	647	5617	4	54	33	9	643
No	102	18	18	69	68	9	9	6	6	651	102	18	68	9	6	651	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	108	19	18	72	67	10	9	7	6	651	108	18	67	9	6	651	13959	9	61	24	6	647
Gender																						
Female	42	9	21	27	64	3	7	3	7	652	42	21	64	7	7	652	6743	13	63	20	4	649
Male	66	10	15	45	68	7	11	4	6	650	66	15	68	11	6	650	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1408	4	41	43	12	641
No	108	19	18	72	67	10	9	7	6	651	108	18	67	9	6	651	12555	10	64	21	5	648
Gifted/talented program																						
Yes	6	2	33	3	50	1	17	0	0	659	6	33	50	17	0	659	636	39	59	2	0	659
No	102	17	17	69	68	9	9	7	7	650	102	17	68	9	7	650	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 6
 SAU: Yarmouth Schools
 School: Frank H Harrison Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	2	100	0	0	0	0	652	2	0	100	0	0	652	6	5	47	32	16	642
B. less than one hour	68	12	16	46	63	9	12	6	8	650	68	16	63	12	8	650	59	9	62	24	5	647
C. one to two hours	30	6	19	24	75	1	3	1	3	653	30	19	75	3	3	653	32	11	64	21	4	648
D. more than two hours	0										0						3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	9	28	19	59	2	6	2	6	653	30	28	59	6	6	653	31	17	66	14	3	651
B. good	54	8	14	42	72	5	9	3	5	652	54	14	72	9	5	652	48	8	64	23	5	647
C. fair	15	2	13	11	69	2	13	1	6	648	15	13	69	13	6	648	18	2	48	40	10	641
D. poor	2	0	0	0	0	1	50	1	50	628	2	0	0	50	50	628	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	38	13	32	27	66	1	2	0	0	656	38	32	66	2	0	656	38	13	65	18	3	650
B. They match some of what I have learned.	56	6	10	43	72	7	12	4	7	649	56	10	72	12	7	649	49	8	63	24	5	647
C. They match just a little of what I have learned.	5	0	0	2	40	1	20	2	40	638	5	0	40	20	40	638	10	5	48	36	11	642
D. There is no match.	2	0	0	0	0	1	50	1	50	632	2	0	0	50	50	632	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	21	4	17	12	52	2	9	5	22	646	21	17	52	9	22	646	16	7	52	30	11	644
B. about the same as my regular schoolwork	68	12	16	52	71	7	10	2	3	652	68	16	71	10	3	652	66	10	64	22	4	648
C. easier than my regular schoolwork	10	3	27	7	64	1	9	0	0	656	10	27	64	9	0	656	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	8	57	3	21	3	21	642	13	0	57	21	21	642	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	54	12	21	37	64	6	10	3	5	651	54	21	64	10	5	651	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	33	7	20	26	74	1	3	1	3	654	33	20	74	3	3	654	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	41	9	20	26	59	5	11	4	9	650	41	20	59	11	9	650	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	57	10	16	43	70	5	8	3	5	652	57	16	70	8	5	652	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	2	100	0	0	0	0	658	2	0	100	0	0	658	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	27	4	14	23	79	0	0	2	7	652	27	14	79	0	7	652	23	15	65	16	4	650
B. 20 minutes to an hour	46	13	27	29	59	6	12	1	2	653	46	27	59	12	2	653	49	10	64	22	4	648
C. less than 20 minutes	16	2	12	11	65	3	18	1	6	649	16	12	65	18	6	649	11	6	58	29	7	645
D. I rarely read at home.	11	0	0	8	67	1	8	3	25	642	11	0	67	8	25	642	17	2	51	36	11	642
Optional school/SAU question																						
A.	67	2	20	8	80	0	0	0	0	654	67	20	80	0	0	654						
B.	13	0	0	2	100	0	0	0	0	652	13	0	100	0	0	652						
C.	7	0	0	1	100	0	0	0	0	652	7	0	100	0	0	652						
D.	13	1	50	1	50	0	0	0	0	662	13	50	50	0	0	662						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Yarmouth Schools
School: Frank H Harrison Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	40	35	40	35	2092	15
	2007-2008	24	24	24	24	1474	10
	2008-2009	26	24	26	24	1807	13
	Cum. Total*	90	28	90	28	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	56	49	56	49	5731	40
	2007-2008	61	61	61	61	6008	43
	2008-2009	50	46	50	46	5662	41
	Cum. Total*	167	52	167	52	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	13	11	13	11	4175	29
	2007-2008	9	9	9	9	4244	30
	2008-2009	23	21	23	21	4219	30
	Cum. Total*	45	14	45	14	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	5	4	5	4	2308	16
	2007-2008	6	6	6	6	2346	17
	2008-2009	9	8	9	8	2290	16
	Cum. Total*	20	6	20	6	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	35.1	62.7	35.1	62.7	30.6	54.6
A. Number	18	32	12.1	67.2	12.1	67.2	10.3	57.2
B. Data	12	21	8.0	66.7	8.0	66.7	6.6	55.0
C. Geometry	14	25	7.7	55.0	7.7	55.0	7.3	52.1
D. Algebra	12	21	7.3	60.8	7.3	60.8	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Yarmouth Schools
 School: Frank H Harrison Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	108	26	24	50	46	23	21	9	8	649	108	24	46	21	8	649	13978	13	41	30	16	643
Ethnicity																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	3										3						208	18	47	23	12	647
Hispanic	1										1						175	5	31	41	23	638
Caucasian/White	104	26	25	47	45	22	21	9	9	649	104	25	45	21	9	649	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	4	27	5	33	6	40	630	15	0	27	33	40	630	2248	3	18	33	46	629
No	93	26	28	46	49	18	19	3	3	653	93	28	49	19	3	653	11730	15	45	30	11	646
Current LEP																						
Yes	0										0						331	3	22	35	40	631
No	108	26	24	50	46	23	21	9	8	649	108	24	46	21	8	649	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	6	0	0	3	50	2	33	1	17	636	6	0	50	33	17	636	5620	6	33	37	25	637
No	102	26	25	47	46	21	21	8	8	650	102	25	46	21	8	650	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	108	26	24	50	46	23	21	9	8	649	108	24	46	21	8	649	13974	13	41	30	16	643
Gender																						
Female	42	6	14	22	52	9	21	5	12	646	42	14	52	21	12	646	6738	12	40	32	16	642
Male	66	20	30	28	42	14	21	4	6	652	66	30	42	21	6	652	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1410	3	24	41	32	634
No	108	26	24	50	46	23	21	9	8	649	108	24	46	21	8	649	12568	14	42	29	15	644
Gifted/talented program																						
Yes	6	4	67	1	17	0	0	1	17	664	6	67	17	0	17	664	637	65	32	3	0	665
No	102	22	22	49	48	23	23	8	8	649	102	22	48	23	8	649	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 6
 SAU: Yarmouth Schools
 School: Frank H Harrison Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	1	50	0	0	1	50	0	0	655	2	50	0	50	0	655	6	7	32	28	32	636
B. less than one hour	68	20	27	34	47	12	16	7	10	650	68	27	47	16	10	650	59	13	41	30	16	643
C. one to two hours	30	5	16	15	47	10	31	2	6	649	30	16	47	31	6	649	32	14	41	31	14	644
D. more than two hours	0										0						3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	16	47	15	44	2	6	1	3	658	32	47	44	6	3	658	30	27	45	18	9	651
B. good	37	7	18	26	65	4	10	3	8	651	37	18	65	10	8	651	46	9	45	31	15	643
C. fair	26	3	11	8	29	13	46	4	14	640	26	11	29	46	14	640	20	2	29	43	26	635
D. poor	5	0	0	1	20	3	60	1	20	633	5	0	20	60	20	633	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	30	7	22	18	56	6	19	1	3	651	30	22	56	19	3	651	35	18	42	27	13	646
B. They match some of what I have learned.	60	18	28	27	42	12	19	7	11	650	60	28	42	19	11	650	50	11	43	31	15	643
C. They match just a little of what I have learned.	9	1	10	5	50	4	40	0	0	647	9	10	50	40	0	647	13	8	31	36	26	638
D. There is no match.	1	0	0	0	0	0	0	1	100	612	1	0	0	0	100	612	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	39	8	19	19	45	11	26	4	10	648	39	19	45	26	10	648	32	7	40	34	20	640
B. about the same as my regular schoolwork	53	17	30	24	42	11	19	5	9	650	53	30	42	19	9	650	56	13	42	30	15	644
C. easier than my regular schoolwork	7	1	13	6	75	1	13	0	0	651	7	13	75	13	0	651	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	48	8	16	23	45	13	25	7	14	645	48	16	45	25	14	645	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	50	18	33	25	46	9	17	2	4	654	50	33	46	17	4	654	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	50	1	50	0	0	642	2	0	50	50	0	642	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	1	33	0	0	2	67	618	3	0	33	0	67	618	6	8	29	29	34	635
B. 30–45 minutes	7	0	0	3	43	2	29	2	29	638	7	0	43	29	29	638	33	10	37	34	19	641
C. 45–60 minutes	25	7	26	9	33	11	41	0	0	650	25	26	33	41	0	650	45	15	44	29	12	645
D. more than 60 minutes	65	19	27	36	51	10	14	5	7	652	65	27	51	14	7	652	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	0	0	2	100	619	2	0	0	0	100	619	9	14	35	29	22	641
B. two or three days a week	17	8	44	5	28	3	17	2	11	654	17	44	28	17	11	654	26	15	40	30	16	644
C. two or three times each month	36	11	28	18	46	7	18	3	8	651	36	28	46	18	8	651	31	13	43	30	14	644
D. never or almost never	45	7	14	27	55	13	27	2	4	648	45	14	55	27	4	648	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	17	2	11	11	61	2	11	3	17	644	17	11	61	11	17	644	17	8	35	33	24	639
B. two or three days a week	29	8	26	12	39	7	23	4	13	647	29	26	39	23	13	647	28	13	42	30	15	643
C. two or three times each month	37	11	28	18	45	9	23	2	5	653	37	28	45	23	5	653	31	15	43	30	13	645
D. never or almost never	17	5	28	9	50	4	22	0	0	653	17	28	50	22	0	653	23	14	39	30	17	643
Optional school/SAU question																						
A.	67	3	30	5	50	2	20	0	0	653	67	30	50	20	0	653						
B.	13	0	0	2	100	0	0	0	0	648	13	0	100	0	0	648						
C.	7	0	0	1	100	0	0	0	0	652	7	0	100	0	0	652						
D.	13	0	0	2	100	0	0	0	0	657	13	0	100	0	0	657						

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